DOCUMENT RESUME

ED 227 658 FL 013 486

TITLE	Workshop on Problems Relating to the Language of Instruction in Multilingual Countries in Asia and the Pacific (Mysore, India, December 8-12, 1980). Final Report.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO	UNESCO-ED-81/WS/109
PUB DATE	16 Nov 81
NOTE	16p.
AVAILABLE FROM	Division of Structures, Content, Methods, and Techniques of Education (ED/SCM), Unesco, 7, place de Fontenoy, 75700 Paris, France.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Bilingual Education; *Cultural Pluralism; *Developing Nations; *Language of Instruction; *Language Planning; *Multilingualism; Native Language Instruction; Second Language Instruction; Sociolinguistics
IDENTIFIERS	*Asia; *Pacific Islands

ABSTRACT

The final report of a workshop convened by UNESCO is presented. The objective of the workshop was to formulate a conceptual framework for language instruction in a multicultural context that would be in harmony with the aspirations and interests of the population of individual countries and that would contribute to bringing national communities together in a spirit of justice and mutual respect. The discussion of the following issues is outlined: (1) linguistic profile of Asia and Oceania, (2) typology and dynamics of multilingualism, (3) assessment of cultural influence and oral traditions in relation to multilingualism in Asia and Oceania, (4) examination of current trends in national education and language situations with special reference to objectives and practice related particularly to local languages used as teaching subjects and media of instrucion, and (5) review of technical problems of language development. The discussion of each of these topics is summarized in outline form, and a number of general and specific recommendations resulting from the discussions are given. Generally, the recommendations focus on ways of exploiting multilingualism through public policy, formal and non-formal education, recognition of cultural diversity, increase in collaborative efforts with international organizations, and attention to teacher education. (AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227658

PARIS, 16 November 1981
Original: English

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Susanne Adlung

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WORKSHOP ON PROBLEMS RELATING TO THE LANGUAGE OF INSTRUCTION IN MULTILINGUAL COUNTRIES IN ASIA AND THE PACIFIC

(MYSORE, India 8-12 December 1980)

FINAL REPORT

Unesco, Paris

Division of Structures, Content, Methods and Techniques of Education

FL013486

ED-81/WS/109

CONTENTS

		Page
1.	BACKGROUND AND OBJECTIVES	3
2.	ORGANIZATION OF THE WORKSHOP	3
3.	SUMMARY OF PROBLEMS DISCUSSED	4
4.	SCHEDULE OF THE WORKSHOP	4
5.	GENERAL RECOMMENDATIONS	9
6.	SPECIFIC RECOMMENDATIONS	10
APPENDIX I:	PROVISIONAL AGENDA	13
APPENDIX II:	LIST OF PARTICIPANTS	14

1. BACKGROUND AND OBJECTIVES

In the Asian and Oceanic language situation, where multilingualism is a very common and complex characteristic of the socio-cultural systems, the importance of both national languages and home languages is obvious. The development and use of languages in various domains and in various combinations, are bound to affect many aspects of individual and group behaviour. Hence it is necessary to review the overall situation in Asia and Oceania concerning actual and potential languages of instruction in a multilingual context, the way they would be integrated in the education system, and the role to be played by Unesco in this field.

With this in mind, Unesco called upon specialists from several regions in Asia and Oceania to participate in a workshop. They made contributions, based on a variety of individual experiences in different national and institutional contexts, to the review of the problems related to languages of instruction in an environment characterized by the existence of several languages in contact. The workshop was in continuation of an important international meeting conducted by Unesco relating to the languages of instruction in a bilingual or plurilingual and multicultural context (Paris, 1977). The first specific aim of the workshop was therefore to exchange views and information on this subject. The participants were to analyse the needs to be met in the selection, use and development of such languages and examine the types of action likely to facilitate this process. They were expected to specify the different approaches already in use, or suggested for use, in connection with languages of instruction, their introduction or reinforcement in the educational system and to suggest guidelines for the preparation and application of reformed practices in this respect. They were also expected to examine the choice of specific methodological approaches and their successful integration into the existing instructional media at all curriculum levels in the multilingual Asian and Pacific environment.

The proceedings of the workshop were expected to result in the formulation of a conceptual framework. It was to indicate the main characteristics of a set of practical measures to be taken to this effect in the perspective of national policy for economic development in general and for educational development in particular. The framework was to be formulated in such a way as to be in harmony with the general aspirations and interests of the population of individual countries and to contribute to bringing national communities together in a spirit of justice and mutual respect.

The participants in this workshop were also expected to draft specific recommendations for the Director-General of Unesco, non-governmental organizations, scholars, educators, linguists and for the national authorities of the Member States in the region, on orientations likely to promote research and its application for the solution of the problems facing language education planners as well as on measures stimulating regional and international co-operation and exchanges in this particular field.

2. ORGANIZATION OF THE WORKSHOP

2.1 Place and time

The workshop of experts on problems relating to language of instruction in multilingual countries in Asia and Oceania took place in Mysore, India, at the Central Institute of Indian Languages from 8 to 12 December 1980.

2.2 Inauguration of the workshop

The workshop was inaugurated by Dr (Mrs) Kapila Vatsyayan, Joint Educational Adviser, representing the Government of India, on 8 December 1980. Immediately following the inauguration, the steering committee was elected as follows:

Chairman - Dr D.P. Pattanayak (India)
Vice Chairman - Mrs Tai Yu-Lin (Singapore)
Rapporteur - Dr P.W.J. Nababan (Indonesia)

2.3 Valedictory function of the workshop

The Honourable Mr C. Aranganayagam, Minister of Education, Government of Tamil Nadu, India, delivered the valedictory address to the workshop on the morning of 12 December 1980.

2.4 Participants

The workshop was attended by experts from eight countries - China, India, Indonesia, Malaysia, New Zealand, Philippines, Singapore and the USSR, although originally thirteen countries were invited. Dr Z. Zachariev, Chief, Section of Structures and Contents of Education, Paris, represented Unesco. Also participating were three observers: two from India, Dr B.G. Misra and Dr M.S. Thirumalai and one from Switzerland, Dr Robert Keiser Stewart, Secretary-General, Fédération Internationale de Professeurs des Langues Vivantes (FIPLV). Experts from Afghanistan, Sri Lanka, Pakistan, Thailand and Papua New Guinea were not able to attend the workshop. However a paper from the Pakistani expert was circulated as one of the documents in the workshop. The full list is given in Appendix I.

3. SUMMARY OF PROBLEMS DISCUSSED

In order to achieve the objectives stated above, the experts concentrated their efforts on the following problems:

(i) linguistic profile of Asia and Oceania;

(ii) typology and dynamics of multilingualism;

(iii) assessment of cultural influence and oral traditions in relation to multilingualism in Asia and Oceania;

(iv) examination of current trends in national education and language situations with special reference to objectives and practices related to languages, and in particular local languages, used as teaching subjects and media of instruction;

(v) review of technical problems of language development.

4. SCHEDULE OF THE WORKSHOP

4.1 There were in all ten sessions, with two sessions each day. The sessions were devoted to a point-by-point discussion starting with the reports given by the experts on the linguistic profile of Asia and Oceania in general and moving to a specific study of each speaker's country. It was quite evident from the presentations that countries of this region were multilingual and pluricultural and faced complex problems, which need to be constantly reviewed, and that strategies appropriate to the socio-economic and political goals of each country should be evolved.

4.2 The session on the typology and dynamics of bilingualism and multilingualism considered (i) the use of indigenous languages in rural areas, (ii) the use of indigenous languages in major urban areas, and (iii) the relationship between the use of indigenous and non-indigenous languages at the national and regional levels. The dynamics of bilingualism and multilingualism were seen in terms of the following:

(i) the present condition, and the future possible planned or desired expansion of individual languages, (ii) development potential of individual languages, (iii) the processes likely to favour the possible unification of more or less closely related languages, (iv) current attitudes to individual languages, and (v) the forces that reinforce the status of Asian and Oceanic languages.

The experts gave a brief overview of the situation prevailing in their own countries under the points listed above. A variety of practices and situations prevailing in the countries of the experts were noted:

(i) in almost all the countries bilingual or trilingual education is the goal of the prevailing system;

(ii) the relationship between socio-economic development and national language development is recognized, but not fully established. National development will, however, be impeded, if languages other than the national ones are abandoned in the roles and domains where they are used;

(iii) the role, function and domains of a national language are conditioned by various socio-cultural, political, economic and historical factors. While in some countries of the region, the national language is used for symbolic purposes, in others it is used for more vital and even day-to-day purposes;

(iv) the gap between policy and implementation is one of the serious lapses that should be urgently studied by the countries concerned;

(v) inadequate preparation at the school stage in languages that are used for administration should be rectified;

(vi) it was suggested that the adoption of national languages for the purposes of education, administration and mass media should not remain merely a theory;

(vii) it was felt that, in many countries of the region represented at the workshop, the divisive phase of using one language to the detriment of others is now over;

(viii) it was also felt that in some cases the notion of national unity and the notion of language unity need not be the same;

(ix) while discussing, describing and explaining bilingualism, the occurrence and/or non-occurence of bilingualism in oral modes as opposed to the written modes was considered. Most countries represented at the workshop have a long and varied tradition of both oral and written modes; the current emphasis on the written modes is to be modified so as to take into account the various factors of every situation;

(x) domains of uses of specific languages are generally marked by conventions. It was suggested that while expanding the domains of users of certain chosen languages, care should be taken not to unduly curb the established uses;

(xi) the countries of the region represented at the workshop exhibited a variety of overlap in the domains of language uses;

(xii) the unification of more or less closely related languages appears to be full of conflicting trends. As language acts as a mark of social identity, several groups which speak more or less closely related languages tend to retain and highlight differences among these languages. It was noted that use of different scripts apart from the use of linguistic, inflectional and word formation devices, contributes to this situation. It was further noted that the fear of loss of identity and the linking of certain socio-economic privileges with the maintenance of the identity also contribute to this situation;

(xiii) concerning the adequacy of national languages as opposed to that of other languages, it was suggested that the domains be clearly marked out, and the adequacy of national languages studied;

(xiv) an important point for consideration is the availability and creation of new avenues for the transfer of linguistic and social aspects of one language into another, from the national language into other languages and vice versa. Adequate attention has not yet been given to this process. A typology and description of processes at work for the countries of the region is to be prepared;

(xv) that language development is a factor in people's survival - both in physical and moral senses - is recognized. To foster such survival and maintenance, the indigenous languages should be recommended as the media of instruction at the primary schools;

(xvi) in those countries where the language of instruction is primarily English, educational systems should be encouraged to use, foster and/or maintain bridge languages to enable students to participate effectively and positively in the national life of the country;

(xvii) in multilingual societies, some clear policy guidelines should be formulated and implemented in regard to language teaching, cultural enrichment and social cohesion. Such policies should have multilingualism and multiculturalism as a key objective and sufficient resources should be made available by the state for this purpose;

(xviii) the national television and radio networks should be encouraged to provide language educational programmes as an integral part of the national educational system;

(xix) in the development of languages, the use of and/or transformation of loan words to cope with an increasingly technological world should be encouraged;

(xx) in the Oceanic region where English is the language of national and international communication, and linguistic diversity is the reality, states should be encouraged to see this as a strength to build on in their policies of multilingualism and multiculturalism;

(xxi) the national languages as well as other languages differ in their manner of absorbing linguistic items from other languages. The scales of maintenance of purity differ. Studies on how the maintenance of purity affects the comprehensibility of language used in various forms of communication are conspicuous by their absence. The experts agreed on the urgent need to make such studies by member countries;

(xxii) the in-depth study of social roles of males and females in relation to degrees of bilingualism and multilingualism is recommended in the countries of the region. While there has been significant insights gained on this aspect, empirical investigations are required;

(xxiii) the experts recommended that the study of professional discourse, apart from the spelling and terminological problems, be undertaken;

(xxiv) another question raised was: Is it necessary to have a standard form evolved as a prerequisite to its being given status functions? It was agreed that standardization is a continuing process. The use of language for specified instructional purposes cannot wait until standardization has taken place. While efforts are made to include internationally standardized items, national needs must also be met;

(xxv) an urgent need in the countries of the region is the need to develop the multilingual listening comprehension skill. It may be better suited to the multilingual countries if insistence on reading and writing comes only after an insistence on multilingual comprehension ability;

(xxvi) in language planning, because of specific circumstances, ambiguity and "benign neglect" can often be more economical than definition and active implementation. A linguistic symbol of unity can be a divisive force and achieve the opposite of its intention;

(xxvii) in language planning, expansion of the learners' communicative repertoire should be the frame of reference. The components of this repertoire should be spelled out: which languages, for which functions and domains, active or passive competence, written or spoken;

(xxviii) because of historical circumstances, a former colonial language can assume a new role in society and be maintained for economic and instrumental reasons that need not militate against nationalistic aspirations.

4.3 In the session on the assessment of cultural influences and oral traditions in relation to multilingualism in Asia and Oceania, the following points were made:

(i) a distinction between preservation and maintenance of oral traditions is rightly called for. As the oral traditions of the multilingual countries are living traditions, their maintenance must be emphasized;

(ii) attempts at designating categories such as little/great traditions or oral/literate traditions in multilingual countries may not be appropriate;

(iii) a distinction between the integration of traditions and the assimilation of traditions is called for. Integration without endangering the identity of different oral traditions is necessary for a cohesive multilingual/multicultural society;

(iv) if the factors that had governed the emergence of cohesiveness in the multilingual countries in the past are studied, better appreciation of the underlying processes can be achieved;

(v) while emphasizing the development of indigenous languages as revealed through their oral traditions, there is a need to encourage newer avenues of interaction between multilingual communities;

(vi) concerning the past, present and future uses of a language, Asia and Oceania models exist. These models are applicable to countries of the region, with suitable amendments;

(vii) literacy in reading and writing is not necessarily superior to the acquisition of education through oral traditions;

(viii) the relationship between oral traditions and indigenous languages of the region requires an in-depth investigation.

4.4 The session which reviewed the technical problems of language development referred specifically to the Unesco literature already available. The session focused on the standardization process as found in the countries of the experts. References were made also to the linguistic situation in other countries. It was generally agreed that standardization must follow the particular social, cultural and linguistic contexts of the country concerned. Prescriptive methods can be adopted only in some cases where conditions permit. A cautious approach dictated by the requirements of communication and comprehensibility of messages is called for, while standardization is aimed at. The role of orthography in the unification or disunification of related languages was again noted by the experts. It was also pointed out that the relationship between cultures and languages need not be isomorphic. Likewise, bilingualism is not isomorphic to biculturalism.

4.5 The workshop viewed current trends in national education and language situations, key aspects of language policies and language education in depth in one whole session. A detailed description of policies and current practices followed in the countries of the experts was presented. Discussion on these aspects covered the following grounds:

(i) the undesirability of commencing education in a language/dialect not known to the children receiving instruction;

(ii) the difficulty of using materials in one language for teaching in another language even if closely related to the former. (The ideal situation is to have separate materials for teaching different languages.);

(iii) the advisability of the use of the mother tongue or group language as a bridge language in primary-school education to inculcate knowledge of the national language even when the child's language/dialect is different from the national language;

(iv) the need to accelerate the change of materials in close conjunction with the change of curriculum;

(v) the need to create facilities to train teachers in vernacular teaching;

(vi) societal appreciation of and participation in the efforts of national governments in furthering language education;

(vii) the interrelationship between the school drop-out rate and non-familiarity with the medium of instruction;

(viii) the role of dialects as a way of standardizing the language used as the medium of instruction;

(ix) the role of translation concerning books written in the languages of Asia and Oceania.

5. GENERAL RECOMMENDATIONS

(a) Multilingualism is a fact of life of Asia and Oceania. It is therefore recommended to the various governments and national and international organizations of this region that multilingualism be exploited as a resource for the country. For this purpose, clear policy guidelines may be formulated and implemented in regard to language teaching, cultural enrichment and social cohesion. To ensure the cultural and linguistic continuity of indigenous peoples, efforts must be made to provide for the learning of these languages within the education system, both formal and non-formal.

(b) There are other channels for learning and maintaining a language besides school and formal education. In language planning, these channels should be exploited as resources. Oral traditions, folk literature and the mass media can be used in both formal and non-formal education.

(c) The oral traditions are important for inculcating cultural values. The oral tradition needs to be codified and included in literature:

(i) to preserve the cultural values;

(ii) to further the mutual knowledge and understanding of the various ethnic/linguistic groups of nations.

(d) Each child during his early childhood years should have the opportunity of being taught in his mother tongue or the language that the child is familiar with in his environment. Mother tongue instruction at the primary levels is an ideal which is often not possible because of the multiplicity of languages in the community. First of all, what is meant by mother tongue must be clarified. The curriculum should make room for bridge courses to enable mother tongue speakers to join the mainstream. The aim of such bridge courses would be the attainment of a "threshold level", in the new medium. However this threshold level needs to be defined in concrete terms.

(e) In view of the diverse situation in Asia and Oceania, discussions on objectives and practices related to languages used to teach subjects and as media of instruction as well as on language policies and language education approaches in multilingual countries should take into account different histories, circumstances, stages of economic development, national priorities, etc. which may be significant variables from one country to another. The social context, history, value system, stage of economic development and racial mixture of a country, make a search for a single solution counter-productive. What is needed is to make attainments of different solutions respectable and ensure flexibility in monitoring implementation with tolerance and understanding. What works for one segment of the country may not work for the other and what works for one country will not often work for another country.

(f) In multilingual countries, functions of languages in education need to be specified. It must be recognized that there are countries where languages receive equal attention. There are situations where there may be one or more levels into which the indigenous language speakers have to be integrated. The main language of the region within a country must be the first language to which a transition is made and the official language of the country is to be recommended as the second language in upper primary, secondary and tertiary education for

furthering a sense of nationalism through a common means of communication and intelligibility. Wherever there are no intermediate levels, the main (national) medium of education may be used as the second language after indigenous languages. After the switch over to the mainstream, the indigenous languages need to be reintroduced as educational subjects for cultural and affective purposes.

(g) Ministries of Education should encourage the formation of language teachers' associations to deal with professional problems and thus develop the second, third and foreign language teaching and learning.

(h) There should be further collaborative efforts between Unesco and the Specialized Agencies such as the CIIL, India, and the SEAMEO Regional Language Centre, Singapore, which give special attention to language education development in multilingual and multicultural situations in their respective regions. It is recommended that Unesco work through these existing organizations to identify other institutions in the region which can function as a network in exchanging information. To begin with, Unesco may build up a library of their documents in these two centres.

(i) Unesco is requested to commission these two projects in the interest of not only this region but also the African and Latin American regions as international ventures.

(j) The large majority of illiterates are concentrated in the multilingual, multicultural and multiethnic Third World. While the language policies of most countries tend to emphasize and favour the literate societies, not much is done for the non-literate societies. It is often taken for granted that the verbal and non-verbal modes of communication are mirror images. The little research that has been done in this area belie this assumption. There is already a long tradition of oral education in parts of Asia and Oceania.

It is suggested that more research be conducted into the relationship of oral and written modes of education and transmission of knowledge and information through oral channels.

(k) Since preservation of multilingual culture is not solely dependent upon its verbal expressions, other cultural modes of communication which bind people together need to be explored. Abhinaya (gesture) for both normal aesthetic purposes and as communication among the physically handicapped is one such mode. Communication through other forms of visual arts and miming may be another aspect of this question.

It is suggested that possibilities of inquiries into these areas vis-à-vis verbal communication in multilingual countries be explored.

6. SPECIFIC RECOMMENDATIONS

1. It is further suggested that with a view to producing basic data Unesco be requested to undertake the following:

   (a) studies to bring out the complex linguistic profiles of individual countries of the region;

   (b) studies in depth of the trends in the use of indigenous languages as media of instruction;

   (c) studies in depth of the socio-linguistic and psycholinguistic aspects of the problems of using non-indigenous languages as media of instruction;

(d) studies to make a comparison of the role of national languages in the countries of the region;

(e) studies to understand the process that governs the unification and/or separation of closely related languages;

(f) specific studies on the bilingualism/multilingualism among women, in rural areas and in economically/socially weaker sections;

(g) studies for the identification and description of various methods of language teaching and learning practised in countries of the region;

(h) subregional workshops for the improvement of language skills in the mother tongue:

(i) effective methods of teaching;

(ii) production of appropriate teaching material.

(i) studies on the relative benefits and disadvantages of using two languages as media of education at the same time;

(j) the preparation of a Directory of Existing Languages Centres in Asia and the Pacific as has been done for Africa.

2. Unesco is requested to arrange for the exchange of specialists in different aspects of language teaching and language planning among countries of Asia and the Pacific.

APPENDIX I

PROVISIONAL AGENDA

1. Opening session
2. Election of officers
3. Adoption of agenda
4. Language situation in Asia and the Pacific:

   linguistic profile

   typology

   dynamics of multilingualism
5. Cultural influences and oral traditions in relation to multilingualism
6. Current trends in national education and language situations: objectives and practices referring to local languages as teaching subjects and media
7. Technical problems in language development
8. Key aspects of language policies and approaches in multilingual situations
9. Prospects in developing language education and drafting of recommendations
10. Adoption of conclusions and recommendations
11. Closing session

APPENDIX II

LIST OF PARTICIPANTS/LISTE DES PARTICIPANTS

*Mr A.M. ASFAQUE
Director
Markazi Urdu Board
LAHORE
(Pakistan)

*Mr Mohammed Rahim ELHAW
Head Dari Department
Editor Social Science Magazine
Kabul University
KABUL
(Afghanistan)

Brother A. GONZALEZ
President
De La Salle University
MANILA
(Philippines)

Mrs Nadejda KARACHOVA
Senior Researcher
Academy of Pedagogical Sciences of the USSR
c/o Commission of the USSR for Unesco
9, Prospekt Kalinina
MOSCOW G-19
(USSR)

*Dr T. KHEMMANI
Elementary Education Unit
Faculty of Education
Chulalongkorn University
BANGKOK
(Thailand)

Mr LU BI
Assistant Professor
Faculty of National Minority Languages
Central Institute for National Minorities
BEIJING
(China)

Dr R. MAHUTA
Centre of Maori Studies and Research
University of Waikato
P.B. HAMILTON
(New Zealand)

* Unable to attend/empêché.

Dr P.W.J. NABABAN
Professor of Linguistics and Language Teaching
Department of SAS
IKIP Jakarta
Rawamangun
JAKARTA
(Indonesia)

*Mr NIDUE
Lecturer in Education (Languages)
University of Papua New Guinea
P.O. Box 1144
BOROKO
(Papua New Guinea)

Dr D.P. PATTANAYAK
Director
Central Institute of Indian Languages
Ministry of Education and Culture
Manasagangotri
MYSORE 570 006
(India)

Mr A.J. ROGERS
Assistant Director, Languages
Curriculum Development Centre
Ministry of Education
Pesiaran Duta
KUALA LUMPUR
(Malaysia)

*Mr M.A. de SILVA
Chief Education Officer
Curriculum Development and Teacher Education Division
Ministry of Education
Malay Street
COLOMBO 2
(Sri Lanka)

Dr TAI YU-LIN
Director
Regional Language Centre
30 Orange Grove Road
SINGAPORE 1025
(Singapore)

OBSERVERS/OBSERVATEURS

Dr KEISER-STEWART
Secretary-General
Fédération internationale de Professeurs de
Languages Vivantes (FIPLV)
CH - ST. NIKLAUSEN
(Switzerland)

---

* Unable to attend/empêché.

Dr B.G. MISRA
Director
Central Hindi Institute
AGRA - 5
(India)

Dr (Mrs) Vatsyayan
Joint Educational Adviser
Ministry of Education, Government of India
NEW DELHI - 1
(India)

Dr M.S. THIRUMALAI
Professor-cum-Deputy Director
CIIL
MYSORE - 6
(India)

UNESCO SECRETARIAT/SECRETARIAT DE L'UNESCO

Dr Z. ZACHARIEV
Chief, Section of Structures and Contents
of Education
Unesco
7 place de Fontenoy
78700 PARIS
(France)